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| **Title of Unit:**  Internet Safety and You | **Subject/Course:** Grade 9, Health |
| **Topic:** Internet safety, netiquette and social media | **Designer: Thomas Brown** |
| **Stage 1- Desired Results** | |
| **Established Goal(s):**  NYS Health standard 2, AASL standards 1.1.1, AASL 1.1.8, AASL 1.3.4, AASL 2.1.3, AASL 3.1.4, AASL 3.3.4. | |
| **Enduring Understandings:** Students will understand that…  1. What happens on the internet does not always stay on the internet. 2. You should treat people the same on the internet as you would in real life. 3. Security tools protect a computer from viruses and malware. | **Essential Questions:**   1. Who can find out information about me online? 2. What kind of image does my online presence send to the world? 3. How can what I do on the net effect my life? 4. What are the basic security tools? |
| Students will know…  1. How to protect themselves online. 2. How to recognize online dangers. 3. How to act appropriately on the internet. 4. How to manage their online image. | Students will be able to…  1. Explain common internet scams to their peers. 2. Interact online in a positive manner. 3. Create profiles that do not reveal personal information. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):**  Scenario: You are a freshman in high school. Due to problems at the school you have been asked to remind the upperclassmen of the importance of internet safety. You will create a poster, video, presentation or written work relating to internet safety or netiquette.  Task: Students will research one specific aspect of internet safety or netiquette. They will then create a project that details this aspect of the topic. Students may use examples they have found in research or from their own lives. Projects should include solutions and ways to avoid internet dangers.  **Other evidence:**   1. Online school profile 2. Sharing responses to questions on the schools use policy. 3. Responding to other students answers. 4. Response to cyber-ethics scenarios. 5. Reflections. | |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**   1. Classroom/ library center: Introduction, students will be drawn into the lesson through a class discussion about current internet safety and netiquette issues. Including how to make an amplifier from a pringles can to find unprotected wireless signals to Charlie Sheens online breakdown. 2. Library center: Students will be introduced to the online modules they will be using for the lesson and in the high school. Students will create their profile and answer the question “What does my online image say about me?” 3. Homework: Students will read the acceptable use policy from the school. They will have guiding questions. What are the school rules on using school equipment, school email, searching the net, communicating with other students, breaking the law and what are your obligations when using school resources outside of school. Students will then choose one rule and explain why it exists using the online module. 4. Online: To continue getting an overview of the topic students will read from a collection of netiquette fop as linked to the online module. They will write down what the problem was and what should have been done instead. Students will then respond to one of their classmates answers. <http://www.uni.illinois.edu/library/computerlit/scenarios.php> 5. Library center: The class will meet to narrow their topics, develop thesis statements and formulate questions. The class will be divided into those interested in internet safety and those interested in netiquette. The teacher and librarian will spend time with each group to brainstorm topics and discuss thesis statements. 6. Research: Students will use the online pathfinder to plan and begin their research.   <http://netiquetteandonlinesafety.weebly.com/>   1. The assignment will stress that students find, analyze and evaluate information using evidence to establish a conclusion. 2. Advanced students may use any number of storytelling tools to tell a moral tale about internet safety or netiquette. Tools such as storybird, animoto, video, slide shows, written narrative or a media collage. | |
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